



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

EDITORIAL NOTES

GEORGE HERBERT LOCKE

THE question of accrediting High Schools will be one of the main points of an article by President Jesse, of the University of Missouri, on "The Influence of the State University on the Public Schools." This will appear in our October number, and Dr. Oscar Thiergen, of Dresden, Germany, will write on "The Teaching of English in the German Reform School." Professor William Morris Davis, of Harvard University, will conclude his article on "Physical Geography in the High School." Miss Begle's paper on "Caesar's Account of the Animals in the Hercynian Forest" will be of special interest to teachers of Latin.

MR. J. H. MILLER, formerly editor of the *Northwestern Monthly*, of Lincoln, Neb., has been recently appointed principal of the State Normal School at Cheney, Wash. Mr. Miller has already taken up his work and has transferred his publishing business to Ainsworth & Co. of this city, who will handle his list of books in the future.

THERE are many convincing proofs of the progress of interest in the education of women in England. It certainly is of interest to us to notice that the London School of Economics and Political Science offers three studentships for the encouragement of research, one of £100 a year for two years and two of £50 a year being confined in the first instance to women students.

EDUCATIONAL work in Indiana ought to be greatly benefited by the amalgamation of the *Inland Educator* and the *Indiana School Journal*. These were good journals, and we hope that the hyphenated result, the *Educator-Journal*, will combine the best of both. It will be under the editorial management of Mr. D. M. Geeting and Mr. W. W. Storms, with the office in Indianapolis.

THE *School Journal*, of New York, showed commendable enterprise and earned the gratitude of the many teachers who could not go to Charleston, by publishing in the issues of July 14 and July 21, an excellent summary of many important papers read at the meeting of the National Educational Association. The editing of the abstracts is well done, and these issues form an excellent preliminary report of the "Proceedings."

THE Commercial University of Leipzig will next year institute its first set of examinations under state control. Of these examinations there are two kinds. The first is for merchants who wish to qualify for the mercantile diploma; the other is for teachers in training to teach in commercial schools. The compulsory subjects include higher commercial arithmetic, bookkeeping, commercial correspondence and office work, political economy, finance,

commercial history and geography, and the law of commerce. There are optional examinations in foreign correspondence and technology. The examination for the teacher's diploma includes a test lesson at a commercial school and an examination in the principles and practice of teaching. It will be seen, therefore, that both the science of commerce and the science of teaching receive recognition.

THE *Journal of Education* of London, Eng., calls attention to an evil from which we are not entirely free in this country. There it is met with in the evening continuation schools, which are intended for the children who have not been able to finish their education in the day schools; here it frequently appears in evening classes in connection with various schools and social institutions and in extension courses of our universities. This evil consists in the issuing of a syllabus for the teaching of such a subject as English literature in which the subject is treated from the university standpoint and can mean but little to the class of people for which it is ostensibly intended. The example cited consists of such subjects as "The Celtic Fringe and its Bards," "Puritanism and Poetry," "Prose and Prosaic Poetry," "Late Developments of Romanticism," etc.

THE most unique contribution to the literature of "Exercises in False Syntax" is afforded by a reprint of the report of the superintendent of the city schools in Detroit, with elaborate critical footnotes explanatory of the mistakes made in the report, and suggestions for their correction. It is signed by "E. S. Sherrill, Inspector, Second Ward," who states that his object is to afford "incontrovertible proof of the unfitness of the superintendent for the position he is trying to fill." Nothing is too minute and trivial to escape his eagle eye, and one naturally wonders what motive actuated such an extraordinary performance. Our superintendents must watch very carefully the composition of their reports lest some person of a hypercritical turn examines into the omission of commas, the mixing of metaphors, faulty paragraphing, and needless repetitions.

THE California State Educational Commission of seventy-five members selected by Superintendent of Public Instruction Thos. J. Kirk, President Wheeler, of the University of California, and President Jordan, of Leland Stanford, submitted the following plan for the certification of teachers in the high schools of the state: "The state board of education shall name the credentials upon which persons may be certificated to teach in the high schools of this state. The credentials must be, in the judgment of said board, the equivalent of a diploma of graduation from the University of California, with a recommendation from the faculty thereof, for a teacher's certificate of high school grade. No graduate from said university shall be thus recommended who has not taken the minimum amount of pedagogy prescribed by the state board of education. Said board may also consider the cases of individual applicants, and in doing so may take cognizance of any adequate evidence of

preparation equivalent to that of recommended university graduates which the applicants may present."

THE French correspondent of the *London Journal of Education* sends this interesting bit of educational news :

It will be welcome news to not a few teachers of French that a government commission, with M. Gaston Paris for its president, is engaged in examining the anomalies of French grammar, with a view to reporting upon the possibility of introducing some simplification into the teaching of that subject in the primary and secondary schools. By way of stimulus to the commission, the educational press has been lately calling attention to some of the most obvious *desiderata*. We subjoin a short selection from the list : All plurals, including those of proper and foreign nouns, to end in *s*; *vingt* and *cent* to take *s* whenever multiplied ; one noun one gender ; one rule for concord of *nu*, *demi*, *feu*, *y compris*, *tout*, etc.; uniformity of conjugation for *appeler*, *modeler*, *jeter*, *acheter*, etc.; invariability of past participle with *avoir*; more uniformity in the use of capitals, hyphens, accents, and elision. There are those who are urging also that any reform of the grammar should be accompanied by a reform of the orthography ; but there seem no signs that this will be the case. We shall await with much interest the report of the commission, and the subsequent action of the government, though our hopes have been raised too often before for us to be at all sanguine of relief.

THE number of teachers who go to Europe for recreation and to obtain a more intelligent appreciation of the life of those peoples whose histories, whose languages, and whose countries enter so much into the everyday life of the school, is rapidly increasing. The preparations usually take some little time, and guide books are carefully examined and advice of those who have been across the ocean is eagerly sought. But too often all these are unsatisfactory, and it is refreshing to find that a woman has at last come to the relief of her sisters, and in a very interesting manner Mary Cadwalader Jones writes a book called *European Travel for Women, Notes and Suggestions*. The preparations for the journey, the relative merits of guide-books and dictionaries, the important rules about bicycles, are treated in the first part of the book ; England, France, Germany, and Italy are passed in review in a gossiping manner, not forgetting many shopping hints ; then many useful phrases, explanations of terms used differently in America and England, and other such valuable information is given, the whole result being a very readable and useful book to those who contemplate a trip to Europe. The Macmillan Company publish it at \$1.

WE have long looked upon the *inspector* of schools as a necessary part of the system of schools in England, and have explained to the visiting British educationist that we do not *inspect*, but rather *superintend*. But with the growth of the system of placing certain high schools upon the accredited lists of colleges and universities it has become necessary to inspect the work of these schools. Here a very serious problem confronts the faculty of the college, for a well-qualified inspector is a *rara avis*. This question we shall

open for discussion in this journal during the coming year, and we hope to have it dealt with from the standpoint of the high school as well as from that of the university. The feeling in England among larger secondary schools is becoming more friendly towards inspection, and in a discussion at the College of Preceptors, Dr. Scott outlined what he considered important facts of an inspector's work. In the course of his address he said: "There is perhaps hardly any word which has stood, and stands, for more apprehension, anxiety, and heartburning among teachers than the word *inspection*. Nor is this to be wondered at, for the term is so wide that only use and custom can narrow its application. To *inspect* is to look into, *i. e.*, for the purpose of reporting to proper authority; and *inspection*, as applied to schools may be taken to mean to look into any (or all) of the matters which relate, whether directly or indirectly, to teaching. Thus a complete inspection will, for the purpose of reporting to the proper authority, look into and estimate the efficiency of (*a*) the premises in which the teaching takes place; (*b*) the administrative conditions in which the teacher is placed; (*c*) the instruments through which the teaching is communicated to the learner; (*d*) the result of the teaching as evidenced in the pupil."

WE are reading much these days of the *theory* of elective studies in our high schools, and after these theories have been carefully discussed the question is often asked, "Is there any high school in which an elective system of studies is being tried?" As a partial answer to this question we are submitting the course of study in the high school at Medford, Mass., for the consideration of those who may be interested in a system that is now in operation. Mr. Morss, the superintendent of schools, and Mr. Dame, the principal of the high school, have kindly given their consent to its insertion in this Journal. We may add to the directions accompanying the course the explanation that Grade IX is the last year of the grammar school, and is included in the high-school course because of local conditions, there being a large new high-school building that can accommodate these pupils and relieve the crowded condition of the other school buildings. We may add also that *geology* in the course of study includes physical geography.

HIGH-SCHOOL COURSE OF STUDY

MEDFORD, MASS.

DIRECTIONS

1. Diplomas will be given to those pupils who have successfully completed courses in Grades X to XIII amounting to sixty (60) credits in the column marked "Diploma Value."

Portions of a year in a *one year* study will not be counted.

In studies continuing more than one year, courses of less than *two* years will not be counted. This includes only those followed by Roman numerals, as (Latin II.)

COURSE OF STUDY IN THE MEDFORD HIGH SCHOOL

[illegible]

Approved:—

I wish

to take the study Exercises allows).

to take the studies underlined in Grade

(in case the Order of

Head Master.

Signed

Parent or Guardian

2. Required work—English, including composition and declamation, is required in every grade. During the course for a diploma, a pupil must have received, in addition to English, a minimum of

4 credits in mathematics.

2 credits in science.

3 credits in history.

3. Special permission must be obtained to take courses amounting to less than twelve (12) credits in one year.

4. Those intending to enter college must take the five years' course in Latin.

5. Pupils preparing for college, scientific or normal schools, must consult the head master before choosing electives.

6. The number of pupils required to form a division will be
20 in Grade X.

15 in Grades XI and XII.

10 in Grade XIII.

With less than these numbers the study will not be given.

THE first announcement of awards in the educational department of the Paris Exposition to the United States of America has just reached us. The general official catalogue of the Universal International Exposition of 1900 enumerates 121 classes distributed through eighteen groups, of which Group I is education and instruction, comprising six classes, viz.:

1. Education of infants, primary instruction, instruction of adults.

2. Secondary instruction.

3. Higher instruction, scientific institutions.

4. Special instruction, artistic.

5. Special instruction, agriculture.

6. Special instruction, industrial and commercial.

Thirty political divisions are represented in the exposition of class 3, and about 900 exhibits are found in the revised list. France and colonies, including Algeria and Indo-China, have about 550 exhibits; United States 70, Hungary 65, Mexico 42, Russia 36, Italy 21, Great Britain 20, Portugal 20, Croatia and Slavonia 17, Japan 13, Belgium 11, Roumania 10, Greece, Guatemala, and Norway, 4 each; Austria, Bulgaria, Sweden, and Switzerland, 3 each; Bosnia-Herzegovina, Equador, Holland, and Servia, 2 each; and one each from China, Cuba, Spain, Monaco, Republic South Africa.

The jury passing on the awards to be assigned the exhibits is threefold; first, a jury of class comprising a certain number of French jurors designated by the commission, and at most an equal number of foreign jurors. The class jury's organization consists of a president, vice president (of other nation than the president), a reporter, and a secretary. The president, vice president, and reporter of the class juries comprise the members of the group jury, whose organization is completed by the election of a president, vice president, and secretary. Thus the jury of the first group will be composed of eighteen members, three from each of the six classes.

The presidents and vice presidents of the eighteen groups will be members of the superior jury with others provided by the commissioners.

The superior jury revises the work of the group jury and determines any appeals presented to it by the lower juries. The group jury revises the work of the class jury, and refers disputed questions not settled by the group to the superior jury. The class jury inspects the exhibits and assigns recompenses of five degrees, viz.:

1. Grand prix, the highest; then in order of merit.
2. Diplomes, etc., Medaille d'or.
3. Diplomes, etc., Medaille d'argent.
4. Diplomes, etc., Medaille de bronze.
5. Diplomes, etc., Medaille mention honorable.

On the completion of the work of inspection the class jury presents two lists: (*a*) a list of exhibits not competing by reason of the exhibitor being a member of a jury, or from other cause; (*b*) a list of the awards in alphabetic order, each diploma grouped by itself irrespective of country; *e. g.*, all the grand prizes, the gold medals, etc.

The jury of class 3, higher instruction and scientific institutions, completed its work on time, *i. e.*, on or before June 30, 1900. To the 900 exhibits it assigned 64 grand prizes, 92 gold, and 105 silver. The bronze and honorable mentions were naturally more numerous, and all may be changed slightly by revision. Twenty-seven grand prizes were given to French exhibits, 9 to United States, 5 to Great Britain, 3 each to Hungary, Japan, and Russia; 2 each to Belgium, Mexico, Roumania, and Italy; and 1 each to Austria, Canada, Croatia, Portugal, Norway, and Sweden; total, 64.

France received 44 gold prizes, United States 9, Russia 8, Hungary 6, Great Britain 5, Mexico 3, seven others 2, and three others 1; total, 92.

As the awards to the United States were in several instances collective, *i. e.*, one prize assigned to two or more exhibits each to receive the diploma if desired, the following detailed statement is given. The awards are grouped in order of merit, beginning with the highest, the grand prizes. The numbers prefixed are those of the official catalogue, and collective awards are connected by braces. In three instances on the personal motion of a French juror distinguished merit was recognized in individuals, viz., Professor H. A. Rowland, Johns Hopkins University; Professor Nicholas Murray Butler, Columbia University; and Director Melvil Dewey, University of the State of New York.

AWARDED TO THE UNITED STATES BY THE JURY OF CLASS 3

GRAND PRIZES

- | | |
|----|--|
| 43 | The section in its exhibits of superior instruction and scientific institutions. |
| 37 | University of { Museum. Paleontological reports. |
| 59 | the State of { Library. Traveling libraries, home education. |
| 69 | New York { College. Professional education in the United States. |
| 7 | Congressional Library, Washington. Photographs and publications. |

- 38 } Harvard { University. Publications, models, etc.
 52 } Observatory. Photographs, observations, etc.
 63 University of Pennsylvania. Archeologic expeditions.
 53 Johns Hopkins University. Spectra, publications, etc. Collaborator Professor
 H. A. Rowland. Diffraction gratings, etc.
 4 American Library Association. Publications, materials, and method. Collaborator
 Melvil Dewey, librarian and educator.

GOLD MEDALS

- 22 Denton Brothers. Collection and preservation of butterflies.
 50 } Columbia { University. Photographs, publications, psychology.
 28 } Teachers College. Higher normal school.
 32 Massachusetts Institute of Technology. Programs and works.
 49 University of Chicago. New departure of continuous sessions.
 51 Cornell University. Section civil engineering.
 5 Alumni Association of Colleges for Women. Higher instruction of women.
 11 } Bryn Mawr.
 18 } Illustrative { Vassar.
 19 } Wellesley.
 29 *Educational Review*, Dr. Nicholas Murray Butler, editor.
 47 University of California. Plans and prospects.
 64 Princeton University. Photographs and publications.
 65 Yale University. Sheffield Scientific School.

SILVER MEDALS

- 2 American Book Company. Publications in higher education.
 1 } B. B. Adams. Vacation schools and university extension.
 8 Monographs { M. Carey Thomas. Education of Women.
 9 on higher { J. M. Cattell. Scientific associations.
 35 instruction { T. C. Mendenhall. Scientific, technical, and engineering instruc-
 in the { tion.
 39 United { James Russell Parsons, Jr. Professional education.
 40 States { E. D. Perry. The American university.
 67 } A. F. West. The American college.
 10 Cercle Français of Harvard and other universities.
 62 New York University School of Pedagogy.
 30 Foote Mineral Company. Collections of minerals for colleges.

BRONZE MEDALS

- 31 Hemment. Photographs of games and sports in American colleges.
 45 Silver, Burdett & Co. Publications in higher instruction.
 46 Dana Society of Natural History, Albany, N. Y. Publications.

HONORABLE MENTION

- 59 University of the State of New York.
 Collective exhibit of { Chautauqua University.
 Brooklyn Institute.
 Pratt Institute.
 People's Institute.
 Rochester Athenæum.

Grand prizes 12, gold 14, silver 11, bronze 3, mention 5; total, 45.

HENRY L. TAYLOR, PH.D.,

*Rapporteur Class 3, Universal International Exposition of 1900, United States Pavilion,
 Paris.*

This is the official report as it reached us, but in the daily press of August 18th there is a much larger list, the particulars of which may be sent to us at a later date. Under the heading of the recipients of grand prizes or gold medals we find the name of this journal, the *SCHOOL REVIEW*, representing Secondary Education.